



For internal use only

# Certificate III in Early Childhood Education and Care

Industry prefers delivery via school-based traineeships as students need to complete quality and relevant work placements. Only minimal use of classroom based simulated learning should be used. As all individuals under 18 years of age must be constantly supervised, this may impact on their ability to secure work placements and employment. Students may be required to have immunisations to work in the early childhood education and care sector.

## RESPONSE FROM EARLY CHILDHOOD INDUSTRY FOCUS GROUP

Currently there is a critical shortage of Early Childhood Educators. Anyone entering the sector must have either completed their Certificate III ECEC or be actively progressing toward completing it (which preferably would be via a traineeship). Under regulation 126 of the Education and Care Services National Regulations, 50% of educators required to meet the relevant educator to child ratios in centre-based services with children preschool age and under, must have, or be actively working towards, an approved diploma level education and care qualification (or higher). It is therefore highly desirable for students entering the industry with a Certificate III qualification to be motivated and capable of progressing to completing the Diploma whilst employed.

The industry promotes this career as a pathway in education and early learning with clear expectations for daily activities such as programming, observation, and reflections, not child minding.

### Preferred skills for school leavers entering the sector:

- Attainment of the Tasmanian Certificate of Education (TCE) and the assurance of the associated literacy, numeracy and ICT skills. There is an expectation of foundation skills in literacy, numeracy, student development, behaviour management, understanding diverse student cohorts and an understanding professional boundaries and confidentiality.
- This is a highly regulated sector, so school leavers need the ability to understand the technical nature of mandated National laws and regulations which requires a good standard of literacy and numeracy.
- Other preferred skills include teamwork, problem-solving, emotional intelligence, cultural competency, physical fitness, effective written and verbal communication skills.

- Employees need to value lifelong learning and understanding that their role requires them to role-model requirements of the centre, for example wearing hats and eating healthy foods.
- Useful TASC subjects include psychology, sociology and legal studies. Experience with sport coaching and mentoring is also considered useful.

#### Preferred pathway for school leavers entering the sector:

- A taster of industry via work placement is highly recommended.
- Completion of the Certificate III Early Childhood Education and Care as a traineeship is the preferred pathway for school students.
- Family Day Care do not utilise the traineeship model and prefer school-based learning with work experience / practical placements.
- The sector prefers students to complete their TCE in order to have a more rounded understanding when entering the sector. A school-based traineeship allows for completion of the Certificate III ECEC and the TCE.
- Completion of Certificate II Community Services and/or Working with Children should not be a pre-requisite or provide an advantage for gaining a Certificate III ECEC traineeship. This disadvantages a group of students who may be suitable/more suitable for the industry and the ongoing career/training pathways available after Certificate III. The sector believes that some of the more academic students are disadvantaged if these pre-requisites apply since these students may decide later in their schooling that they are interested in this career. Students with these abilities are required in the industry - particularly when considering future pathways such as Diploma ECEC, Bachelor ECEC, leadership/management roles, support worker/inclusion worker roles.

#### The sector has concerns for the completion of Certificate III ECEC in school/college for the following reasons:

- The sector prefers the traineeship model and completion of the Cert III in school can disadvantage students post school as positions would be given first to school leavers/adults who are eligible for a traineeship. Currently there are many incentives for employers to utilise a traineeship model.
- Quality of training is difficult to meet in school delivery - students need the mentorship and support of the workplace and practical experience is not sufficient in simulated/school delivery, particularly in terms of development of interpersonal, communication and documentation skills. Students need broad experience and exposure to industry which isn't met through the school model of delivery.

